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BRITISH COLUMBIA

The Future of Employee Learning

A Learning Strategy for

the Public Service of British Columbia

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A. Context

Global Workforce Trends

We are entering an age where the dominant society is a knowledge society. Knowledge will be the key resource and knowledge workers will dominate the workforce.

This transition from an industrial based economy and society is changing not only the way we work, communicate and live, but also the way we are governed and the way that the public service will be expected to deliver programs and provide services.

Knowledge is different from every other historical means of production. It becomes obsolete rapidly. It travels more effortlessly than money. It cannot be inherited. It must be acquired at the individual level and each person starts with the same level of ignorance.[1] In a knowledge society, a person's and the organization's ability *to acquire and share knowledge* is their most important competency.

Public service work is predominantly knowledge work and employees of government are predominantly knowledge workers. In such a knowledge-based environment, one of the most important investments a government can make is investment in its employees – its human capital. In an era of a contracted and increasingly competitive and highly mobile labour market, sustained investment in human capital will be necessary to attract and retain the required talent and to provide high quality public services in an efficient way.

The Public Service Context

In April 2002, the Auditor General released a report titled, *Building a Strong Work Environment in British Columbia's Public Service: A Key to Delivering Quality Service*. This report was a follow up to the 1999 audit, *Maintaining Human Capital in the British Columbia Public Service*. The 2002 report concluded that the public service continues to face challenges such as downsizing and the increased need for knowledge-based workers that impedes the performance of the public service, while new challenges, such as impending retirements of the baby boomers, are looming.

The 1999 audit of training and development in the public service concluded that it was timely for the British Columbia government to change its thinking about training and development in the public service and to treat employee development not as a luxury, but rather as a necessary investment. The report found that human capital is at risk and that training and development, as currently managed, is not being applied in a strategic way.

The Auditor General called on government to "maintain the human capital of the British Columbia public service, its capacity to create good policy advice, and its ability to deliver

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[1] Peter Drucker, *"The Next Society"*, The Economist, November 1, 2001

top quality services efficiently" saying that this was urgently needed, now more than ever before, given current pressures on the public service.

These issues have contributed to employee perceptions (identified in an independent survey of the public service conducted on behalf of government by Malatest and Associates in 2001) that government does not value training and development. Employees surveyed have been consistent in expressing their concerns about the lack of access to training and development opportunities. A related issue is the perception that managers in the public service lack the necessary skills to lead and motivate the workforce.

Compounding these problems is the fact that over the next ten years massive numbers of public service employees will retire. This represents a significant succession (i.e. knowledge transfer) and retention issue for government. At the same time, government is facing significant fiscal challenges that have resulted in severe cuts to the size of the public service, further contributing to the need for knowledge and knowledge transfer.

In response to these challenges, the government commenced a public service renewal initiative aimed at restoring a sense of professionalism, strength and vitality to the public service. One of the first results of this initiative was the creation of a Corporate Human Resource Plan which contains six goals:

- Effective people strategy
- Proactive and visionary leadership
- Performance focused workplace
- Learning and innovative organization
- Flexible and motivating work environment
- Progressive employer – employee relations

This document sets out the primary strategy for the creation of a learning and innovative organization within the public service. One of the component strategies is the creation of a management development program that will support the goal of "proactive and visionary leadership."

Investment in learning is a key measure of renewal of the public service.

The Business Case for Investment in Learning

The evolving role and public expectations of government as well as the new emphasis on integrated and cross-ministry policy design and service delivery have changed public sector management and operations with profound long term consequences. These factors are generating pressures to invest in learning, both at the organizational and the individual levels, in order to be more accountable for results in a decentralized environment, make more effective use of technology, modernize the management of people, lead public and private partnerships and leverage the scarce resources of government for better service to

citizens. Learning investments in achieving these objectives in the public service are direct investments in the strategic priorities of the British Columbia government.

Empirical studies in both public and private sector organizations have shown that learning investments produce substantial economic returns to organizations through reduced costs, increased efficiencies and other direct and indirect benefits that improve the performance and competitiveness of the organization.

Return on Investment –Empirical evidence showing strong ROI on learning investments has motivated some organizations to intensify these investments. One study reported ROI results for a spectrum of 10 private and public organizations which ranged from a low of 150% to a high of 2000% and averaged 871% - that is, an average of nearly nine dollars gain per dollar spent on learning in those organizations.

Service Improvement – Many service organizations invest in learning because measured improvements in service have been shown to contribute to "brand" reputation, client satisfaction and, eventually, to competitive advantage.

Catalyst for Change – In fast moving and competitive environments, complacency and rigidity are fatal. Learning promotes perspective and innovation and is a key driver of change, starting with changed mindsets that are often the hidden block to successful organizational development and timely adaptation.

Employee Recruitment and Retention – Studies indicate a strong recognition among younger Canadians that work-based learning is crucial for their personal survival in a world of impermanent organizations. As a result, they are attracted to organizations that offer opportunities for potentially portable learning. On the job, their morale and workplace satisfaction is directly linked to the sense the organization cares about them as demonstrated by learning investments on their behalf. In the words of a Department of National Defence human resources strategy paper, "we have to (invest in learning) because we are competing with everyone else for the same people".

Innovation and Creativity – Knowledge being "the new commodity", the ability to create and adapt it has become a key to organizational strength and performance. Individual and organizational learning are now business imperatives in government and the private sector.

B. Definitions

At the outset, it is critical to have a common understanding of the terminology. "Training" and "learning" are often used interchangeably and yet are two very different concepts. The definitions that follow are provided for the purposes of this Learning Strategy.

Training - represents an organized, conscious, and deliberate effort to transfer knowledge or skills that are required for successful performance of a job, occupation or profession. Training is about changing uninformed employees to informed employees; from unskilled to skilled. We frequently see it as an event such as a class, course, workshop or seminar and it includes training events delivered through a computer or other technology.

Learning – is an experience that occurs within an individual that results in a change in the way the individual perceives, understands and acts. It may be a result of training but can also occur through more informal or experiential methods such as mentoring, coaching, special projects, developmental assignments, etc.

Competency – As the term applies to individuals, a competency is composed of four basic elements – (1) native ability, (2) learned skill, (3) knowledge, and (4) experience – which combine to produce the specific quality required by the job. Competencies can be measured by observing specific behaviours.

Employee Development – is a strategic investment to broaden and prepare individuals for future service at higher levels or at comparable levels in different areas through training and other learning activities and programs such as mentoring, coaching and special assignments.

Learning Organization - an organization in which learning and adaptation to learning is continuous, interactive and encouraged. A learning organization has developed an adaptive capacity to respond naturally to the challenges of its environment.

Organizational Development – is a systematic and long-term effort led and supported by top management to improve an organization's learning and problem-solving capacity so that it can attain and sustain an optimum level of performance and achieve the organization's strategic priorities. Organizational Development is a process of operationalizing the questions: "Where are we?" "Where do we want to be?" "How do we get from where we are to where we want to be?" The critical task for organizations is to support individual and collective learning, thereby achieving long-term organizational performance.

Organizational Learning – is the intentional use of learning processes at the individual, group and system level, to continuously transform the organization in a direction aligned with its identity, vision and strategic goals. The critical task for organizations is to support individual and collective learning, thereby achieving long-term organizational performance.

Personal Learning Plan – is a formal plan that identifies an employee's learning needs and establishes a course of action to meet those needs. The plan would be generated as part of the employee performance and development planning (EPDP) process.

Professional Development – the formal process that is dedicated to the improvement and maintenance of professional standards, skills and abilities required to perform as a professional in a dedicated area of expertise.

E-learning – the use of Internet technologies and other computer based methods to deliver training content and to enable learning and improve organizational performance.

C. Scope and Application

There are two broad types of training and development programs in the public service: corporate and ministry-specific.

Corporate training and development means those activities and programs universally required by employees in all ministries or by specific categories of employees across government. A corporate learning curriculum of training and development programs will be designed and updated periodically in accordance with government's strategic and operational objectives. Primary responsibility for it will reside with the Human Resources Agency. Ministry-specific training and development means those activities and programs that are required by individual program or operational areas of a ministry. Primary responsibility will reside with the ministry, although the ministry may wish to contract with the HR Agency to manage these programs. It is expected that ministries will follow the guidance provided by the Learning Strategy as they design and deliver these programs.

Consistent with vision and goals for the public service, the Learning Strategy establishes the vision, goals and guiding principles for all learning across government and sets the framework for the design, development and delivery of all training and development activities in the public service, both corporate and ministry-specific.

Key Responsibilities

Employees are responsible to commit to a process of learning throughout their careers and to become more self-directed in the acquisition and sharing of their knowledge and learning.

Ministry executive are responsible to establish ministry learning goals that are consistent with their strategic and operational objectives and to ensure adequate resources for employees and managers to access training and development activities, both corporate and ministry-specific.

The Human Resource Agency and its Executive Board are responsible to:

- incorporate the principles and practices of organizational learning into the human resource strategic planning process;
- identify the ongoing and emergent corporate learning requirements of ministries, managers and employees;
- ensure the effective delivery of corporate training, development and learning opportunities to employees;
- establish corporate learning goals; evaluate learning and employee development programs; and report on progress toward achieving the objectives of this strategy.

D. Goal, Core Values and Objectives

Goal

The goal of the Learning Strategy is to build a learning and innovative organization and thereby contribute to professional excellence in the British Columbia public service.

Core Values

- An investment in employee learning is an investment in excellence in the delivery of public services.
- Equitable access to learning and development opportunities for all employees is critical for renewal of the public service.
- Learning, teaching and mentoring are shared responsibilities – each of us needs to acquire, and to help others acquire, the knowledge we need to do our jobs better.
- The creation of a learning culture within the public service ultimately supports government's objective to be innovative, enterprising, results oriented and accountable.

Objectives

The Learning Strategy offers a plan to create an environment within the BC public service where it is understood by all employees and managers that, in a knowledge economy, employee learning and organizational development are operational imperatives, not luxuries.

The Strategy has three objectives:

1. The creation of a culture in the public service that encourages learning, innovation and the acquisition, transfer and use of knowledge.
2. Training and development programs that meet the needs of its three stakeholders: government strategic priorities, ministry business objectives and employee job requirements.
3. Efficient delivery of training and development programs to employees of all ministries and across all regions.

Strategic Shifts

A number of strategic shifts are required to refocus the current state of learning in the public service and meet the objectives of the Learning Strategy.

Current State		Future State
Individual ministry training strategies	→	Coordinated central and ministry training strategies
Sporadic funding		Dedicated funding
Short term planning		Long term planning in 3 – 5 year cycles
Short term budgeting	→	Long term budgeting
Tactical focus (incident or issue oriented)		Strategic focus (oriented to government direction)
Supply model ("Come and get it when it's ready")		Demand model ("Provide it to me when I need it")
Synchronous ("When it's scheduled")	→	Asynchronous (24/7 or just in time)
Static – pre-packaged		Evolving – responds to emergent situations
Instructor led		Employee led
Group oriented	→	Self-directed
Theory (acquisition of knowledge or skills)		Practise (application of knowledge or skills)
Learning in classroom		Learning in a variety of environments, including the workplace
Knowledge and skill content	→	Competency based content
Little performance management		Performance management is a key element of accountability

E. Objectives, Strategies and Key Measures

In order to achieve the goal of this Learning Strategy, the following specific objectives and strategies have been defined, along with related performance measures.

Objective 1: Creating a Learning Culture

A learning and innovative organization is one in which learning and adaptation to learning is continuous, interactive and encouraged. It is built around people, their knowledge and skills and ability to innovate. It is one in which the acquisition, transfer and use of knowledge is valued at all levels. It is characterized by continual improvement through new ideas, knowledge and insights that it uses to constantly anticipate, innovate and find new and better ways to fulfill its mission.

A learning and innovative organization is committed to lifelong learning for its people, so that linkages between training and development and learning are sustained. At the same time, learning is also a personal responsibility of each employee.

Strategies

1. **Governance Structure** – Implement an effective governance structure to ensure success of the implementation of the Learning Strategy. Overall accountability for sustaining the strategy will rest with the Executive Board of the HR Agency.

2. **Stable and Adequate Funding** – Secure a commitment from government for funding for these strategic initiatives that will be adequate, predictable and stable. Centralized funding will ensure equity of access by all ministries.

3. **Ministry Learning Plans** – Ensure that, as part of its service plan, every ministry creates a Human Resource Plan that includes a Learning Plan explicitly linking the learning activities of its employees to ministry goals and objectives and to the Corporate Human Resource Plan. Ministries need to commit resources to achieve these objectives.

4. **Personal Learning Plans** – Establish an employee performance and development planning (EPDP) framework to help managers and employees link the employee's personal competency development requirements to their branch's operational plan and their ministry's Service Plan. This personal learning plan will form the basis of all training and development approved for the employee. It can also form a basis for determining emerging requirements for new training programs. At the corporate level, monitoring these plans over time will allow the aggregated measurement of individual and organization learning progress.

5. **Knowledge Management Strategy** – Develop a knowledge management strategy to support both this strategy and the overall succession planning efforts of government. If we are becoming a knowledge-based workplace where the collective knowledge of

employees is a crucial asset, then the ability of the organization to locate, expand and utilize that knowledge becomes very important. This complex challenge is more than just a human resources issue and the goal of the knowledge management strategy should be to provide a basic framework that each ministry can adapt to its own requirements.

6. **Corporate Training Policy Review** – Review all corporate and ministry training policies currently in effect to ensure their consistency with this Learning Strategy since some aspects of these policies may now be redundant. This review will also consider external sources of training, such as university and college programs, and how and when employees should be supported in accessing such programs.

7. **Communications Plan** – Prepare and implement a communications plan that supports the overall goal of the Learning Strategy. The ability of managers and employees to obtain timely and accurate information about corporate training and development programs is critical for the success of this strategy.

Objective 2: Training That Meets Stakeholder Needs

There are three stakeholder groups who have an interest in the outcomes of training and development programs: government, ministries and employees. The programs not only must provide employees with the skills and knowledge to perform their jobs well, but also be consistent with the overall strategic priorities of government and the operational requirements of ministries.

Training is not a perk for employees, nor is it a panacea to solve all of a manager's concerns about employee performance. Training and development programs are not provided out of altruistic motives that might suggest employees will benefit from any and all training. These programs have one objective: to enhance organizational performance.

Not only must overall program and course design take government's strategy into account, individual managers must also take responsibility for ensuring that all training that is approved or recommended for employees closes a required competency gap.

Strategies

1. **Formal Corporate Curriculum** – Establish and deliver a corporate learning curriculum based upon the broad definition found in Section F. The curriculum areas and related career development programs will be reviewed from time to time to ensure that they continue to support government strategic priorities and ministry operational objectives.

2. **Leadership and Management Development Program** – Establish and deliver a program of leadership and management development that ensures managers have the tools, techniques and attitudes to provide solid operational and strategic leadership. This program can be a powerful tool to help create a learning culture by helping managers understand their role in supporting employee development. It must be integrated with the executive development objectives of the Leadership Centre and

must also provide integrated training to all levels of managers from supervisory to executive.

3. **Corporate Training Needs Analysis** – Conduct an annual survey of training needs and priorities across ministries to ensure that program plans remain current.

4. **Training Evaluation Strategy** – Establish a training evaluation strategy that will allow senior management to understand whether its training and development objectives are being met. Government needs to know the results of its training investment. Did trainees actually learn what was intended by the program or course and has it resulted in improved performance on the job?

5. **Competency Based Learning Activities** – Integrate the design of training and development programs with the competencies required by employees to deliver public services effectively.

6. **Performance Measures and Reporting** – Establish performance measures and reporting standards for all training and development activities and programs to ensure that they continue to support the objectives of this Strategy.

Objective 3: Efficient Delivery of Learning Programs

Historically, there has been too little attention paid to the coordination and delivery of corporate training and development programs across government. Each ministry, as well as the central human resource agency, has developed their own capacity to deliver these programs and the result has been a high degree of overlap and duplication of effort. At the same time, regional employees in smaller centers of the province have not had the same access to training and development as those in more urban areas.

The Internet and other IT innovations offer many opportunities not only to improve the administration of training and development programs, but also to exploit technology and push training out on to the employee's desktop. These technologies, while never entirely replacing classroom delivery, can help to solve some regional accessibility problems.

Strategies

1. **Clarification of Roles** – Clarify the roles of both the HR Agency and ministries in the planning and delivery of employee training and development programs. The design of the new Agency should confirm that it will assume all responsibility for managing the design and delivery of corporate training programs as defined in this Strategy, while ministries remain responsible for their own specific or technical training requirements.

2. **E-learning Strategy** – Establish and implement an E-learning strategy. E-learning is the use of Internet technologies to enable learning and improve organizational performance. It offers a powerful tool to reduce the costs of development and delivery of training while helping to remove many of the geographic barriers to such programs. For an employer such as government with employees spread across the province, there are many incentives to exploit these technologies.

3. **IT Support** – Identify and obtain software applications that will support both the efficient delivery of training administration functions and E-learning. These software options will be explored and a business case established to make a recommendation as to the best IT solution.

Key Measures and Targets

Progress toward the successful implementation of the Learning Strategy will be tracked by the following measures. As this is the first learning strategy ever undertaken in the public service, the first implementation year will be used to gather baseline or benchmark data on each measure. The Executive Board will review these data and determine the appropriate performance targets for subsequent years.

Learning Organization Survey

A survey will be created and administered that captures employee and manager understanding and attitudes toward the learning culture of the public service so that the shift in thinking can be monitored over time.

Average Number of Hours of Delivered Training per employee per year

The Auditor General's 1999 report suggested that the average number of hours of training delivered to each employee was about 17 hours (about 2½ days) per year. This baseline will be reconfirmed with current data.

Number of Employees with completed personal learning plans

As part of the employee performance and development planning process, personal learning plans will be produced and this measure will serve as an important indication of the strategy's progress at the "grassroots" level.

F. Funding

Corporate Learning Definition

Corporate learning is defined as employee training, learning and development that is universally required across the public service and includes:

- Leadership and management development;
- Employee core skills and competency development;
- Functional skills development in areas common and necessary to the public service at large.

Career development supports for these formal curriculum areas are also a key part of this program. More detailed descriptions of the curriculum and estimated first year costs of implementation are set out below.

Leadership and Management Development

Estimated development and delivery cost for Fiscal 2003/04: $3,000,000

The long term goal of the management development program is to identify and develop leaders capable of promoting government's strategic agenda, to assist in its renewal initiative, and to contribute to the creation of a professional public service through the development of management competence and capacity.

There are two purposes for building a management development program:

1. To develop individual managers through a combination of learning programs and controlled, supportive job experiences.
2. To promote and implement government's strategies through the vehicle of management and leadership learning and development.

The management curricula are intended as the foundational learning component for the management development program. The curricula will emphasize learning and development in three broad competency areas:

1. leadership competencies including change leadership, strategic and results orientation, developing others, and leadership effectiveness;
2. organizational competencies including managing within government, and the management principles and philosophy particular to the public service;

3. management competencies including contract management, financial management skills, project management and human resource management skills.

The curricula are intended to develop both leadership and management skills at all levels of the organization from supervisory to executive. The basic structure of the Program will offer development activities at three levels: Basic, Intermediate, Advanced and the curricula will be integrated across all three levels. That is, the concepts, values, principles, and instructional methodologies built in the supervisory program, for example, will be reinforced and augmented with appropriate content in the subsequent curricula.

These leadership and management development programs will also be integrated with the executive level development offered by the Leadership Centre.

Employee Core Skills and Competency Development

Estimated development and delivery cost for Fiscal 2003/04: $2,000,000

Employee core skills and competency development is aimed at the skills, knowledge and behaviours every employee requires to contribute to a stronger, professional public service. The following core competencies have been identified as required competencies for all public servants and will be the focus of a suite of development programs:

- Service Orientation
- Continuous Development
- Listening, Understanding and Responding
- Teamwork and Cooperation

In addition to these core competency areas, this program will also provide computer end user training. This computer literacy training focuses on the use of basic desktop applications such as MS Word, MS Excel, etc.

Functional Skills Development

Functional skills areas cross all ministries and include: Human Resources, Information Technology and Financial Management. Although the primary focus of these programs is on the development of professional specialists in these areas, the program content will be modified to provide appropriate training to line managers and supervisors in conjunction with the leadership and management development program.

Human Resources

Estimated development and delivery cost for Fiscal 2003/04: $1,250,000

Courses in this curriculum area focus on human resource management topics relevant to supervisors, managers and human resource practitioners. This includes recruitment and

selection, labour relations, classification, occupational health and safety, equity and diversity, organizational development and training. Content is focussed on the competencies needed to establish, maintain and enhance productive working environments, in accordance with public service collective agreements, legislation, and personnel policies and procedures.

Recent changes in HR organization and service delivery will require that this curriculum area be re-designed to meet the changing organizational needs. Proposed are courses specific to HR accountabilities of line managers and a core curriculum of technical HR topics required by HR managers in the new HR organization or in a ministry.

Information Technology

Estimated development and delivery cost for Fiscal 2003/04: $2,600,000

Information Technology (IT) is constantly changing and training IT professionals to stay current with technology is critical to the BC Public Service. Programs in the IT area focus on improving individual and organizational performance. Technology training focuses on the technical skill set along with the knowledge and attitudes needed to accomplish new expectations. IT programs include but are not limited to: Oracle, Networking, MS Windows, Web Technologies, Business Analysis and Security programs.

Financial Management

Estimated development and delivery cost for Fiscal 2003/04: $2,000,000

The financial management training curriculum provides employees, supervisors, managers and finance professionals with the technical knowledge, skills and abilities to do their jobs.

These courses will enable employees to fulfill responsibilities relating to the:

- implementation of accounting and financial administration policies and practices;
- use of government financial control and reporting systems;
- creation of ministry service and risk management plans;
- renewal of the financial and program management functions; and
- management of government contracts.

The learning programs are based on the competencies and behavior requirements for positions in the financial management community of practice. Tools for assessing and planning employee learning are also provided to assist staff in personal development.

The Financial Management Certificate Program (FMCP) is specifically designed for employees following or planning to follow a program of studies leading to a professional accounting designation granted by the Certified Management Accountant (CMA) or the Certified General Accountant (CGA) associations.

Career Development Supports

Estimated development and delivery cost for Fiscal 2003/04: $900,000

Career development is an umbrella term that refers to employees engaging in self-exploration and personal management, learning and work exploration and career building with a future focus. Typically it includes career education, career counselling, employment counselling, human resource development, training in employment skills and training in personal, but job-related areas, such as job-search, interviewing, self-exploration, time management and entrepreneurship.

Employees will gain the competencies required to successfully plan, develop, implement and evaluate their career objectives through a number of programs accessed through classroom learning or on-line such as:

- Orientation to Government
- Assessment of Competencies
- Personal Learning Plans
- Planning and Managing Your Career
- Resume and Interview Preparation and Coaching
- Change Management

In addition, other career development services will be offered such as coaching and mentoring programs and career counselling.

Learning Management Software

Estimated cost for Fiscal 2003/04: $750,000

A critical first step toward efficient training delivery and management of learning programs is the necessary IT infrastructure support. A business case will be prepared which examines options and recommends the most cost effective software solution. Purchasing decisions can then be made based upon this recommendation.

Budget Summary and Funding Issues

The foregoing plan for Fiscal 2003/04 may be summarized as follows:

Program Area	2003/04 Estimate	2003/04 Allocation of 2002/03 Funding Levels
Management Development	$3.00 million	$2.60 million
Employee Core Competencies	$2.00 million	$1.50 million
Human Resources	$1.25 million	$1.10 million
Financial Management	$2.00 million	$1.80 million
IT	$2.60 million	$2.20 million
Career Development	$0.90 million	$0.50 million
Learning Management System	$0.75 million	$0.50 million
Total:	**$12.50 million**	**$10.2 million**

These cost estimates are for actual program design and delivery and do not include training related costs such as travel or salaries. Ministries will have to continue to make room for these related costs in their budgets.

Current funding levels for Fiscal 2002/03 are approximately $10.2 million raised through the Public Service Learning Fund ($8 million) and the IT Learning Fund ($2.2 million). Therefore, the above projections for next fiscal represent about a 23% increase in overall funding for corporate learning.

This funding level will be proposed to Treasury Board as part of the budget for the new HR Agency, however, if the increase is not approved for Fiscal 2003/04, then the Board will be requested to at least maintain the status quo funding level based upon Fiscal 2002/03 levels. In this case, the allocation for each program area would be based upon the breakdown shown in the right hand column above.

The programs and funding levels will be reviewed during Fiscal 2003/04 by the Executive Board to determine new priorities and whether additional adjustments are warranted for the following year.

Recommended Funding Model

There are two basic funding models that could be considered for corporate training and development activities, taking into account the pending reorganization of human resource services.

The first option is global funding, meaning that all corporate training and development would be funded through a single, central source. The advantages to this model are that it provides more equal access to training by employees of all ministries because they will not have to find their own training budgets. Since such a model is more stable and predictable, it also allows for better and longer term strategic planning for training programs. The disadvantage from a ministry perspective is that the model may not be as responsive to the specific training needs of individual ministries.

The second option is for the HR Agency to recover the costs of training from ministries on a per seat basis. This model would provide more discretion for ministries when considering the purchase of corporate training. The model also more closely resembles the overall pricing model for the HR Agency when ministries purchase their HR services. However, it results in less ability to assure common access to all programs by all employees, resulting in the challenge of "have versus have not" ministries. It results in less strategic direction for training programs and makes longer term planning more difficult because of funding uncertainty. It also places more administrative burden on both the Agency and the ministry to bill and recover the funds.

The global funding model is recommended because it is more consistent with the overall objectives of the Learning Strategy and provides the best opportunity to transform the public service into a learning and innovative organization.

G. Implementation

The Challenges

There are three primary challenges that must be met for the Learning Strategy to succeed.

Commitment

The level of commitment by the organization and senior management to the objectives of the strategy is critical to its success. Unless these objectives are seen as truly important, the results will be in jeopardy. Commitment of resources, commitment of time and commitment to advocate for a new approach to learning are all required. The strategy lays a foundation for fundamental change that will take several years to achieve and during this time both success and failure of specific initiatives must be expected. The ability of the organization to remain committed to the overall goal through this implementation period will be a key factor in its long-term success.

Funding

The commitment of the organization must include a commitment to funding for both corporate and ministry specific training. This includes not only the up-front cost of training, but also the hidden costs of employee salaries, travel and the time required to learn.

Although money and funding is critical, it should also be remembered that many effective learning methods could involve little or no cost, e.g. mentoring, access to articles and other resources. Wherever possible, these methods should be built into both the long-term action plan as well as the day-to-day thinking of managers and employees.

Thinking

Ultimately, the success of the strategy hinges on a fundamental shift in thinking, both at the individual and the organizational levels. Learning, in all of its forms, must be valued and become seen as a business imperative. Making this cultural change will require time and a commitment at senior levels to stay the course.

The Plan

In order to meet these challenges and the overall goal of the Learning Strategy, the following three-year implementation plan has been prepared.

Comprehensive Implementation Plan

Note: for the purposes of this plan, Year 1 commences April 1, 2003, Year 2 commences April 1, 2004 and Year 3 commences April 1, 2005.

Objective	Strategy	Action	Responsibility	Timing
Create A Learning Culture	Governance Structure	Confirm Executive Board of HR Agency as the strategic governing body for implementing and sustaining the CLS	Head of HR Agency	By December 31, 2002
		Describe and confirm the Board's role and accountabilities	Head of HR Agency	By December 31, 2002
	Stable and Adequate Funding	Present centralized funding model to Executive Board	Head of HR Agency	By December 31, 2002
		Develop budget for implementation of CLS	Employee Learning Services	By December 31, 2002
	Ministry Learning Plans	Prepare ministry learning plan template and guidelines for use	Employee Learning Services	Year 1
		Communications plan for implementation of template by ministries	Employee Learning Services	Year 1
	Personal Learning Plans	Implement Employee Performance and Development Planning (EPDP) process for all managers	HR Agency/Ministries	Year 1
		Develop EPDP training materials for managers as part of the Management Development Program	Employee Learning Services	Year 1
		Incorporate PLP messaging into CLS Communications Plan	Employee Learning Services	Year 1

Objective	Strategy	Action	Responsibility	Timing
	Knowledge Management Strategy	Create a knowledge management advisory group to research best practices	Employee Learning Services	Year 1
		Draft a Knowledge Management Strategy	KM Advisory Group	Year 2
	Corporate Training Policy Review	Create a cross-ministry working group to conduct review and recommend policy amendments	Employee Learning Services	March 31, 2003
	Communications Plan	Develop and implement a communications plan to support the CLS	Employee Learning Services	March 31, 2003
		Develop and implement a communications plan to support the ongoing delivery of corporate training and development programs	Employee Learning Services	Year 1
Training That Meets Stakeholder Needs	Formal Corporate Curriculum	Establish curriculum advisory committees for each curriculum area	Employee Learning Services	Year 1
		Review and revise curriculum in each program area	Employee Learning Services	Year 1
		Enhance regional delivery of course offerings	Employee Learning Services	Year 1
	Leadership and Management Development Program	Complete basic design of management development program	Employee Learning Services	November 30, 2002
		Prepare three year implementation plan and budget projections	Employee Learning Services	November 30, 2002
		Roll out program	Employee Learning Services	Year 1
	Corporate Training Needs Analysis	Create template and conduct annual survey of ministry corporate training needs	Employee Learning Services	Year 1

Objective	Strategy	Action	Responsibility	Timing
	Training Evaluation Strategy	Create Training Evaluation Strategy and Implementation Plan	Employee Learning Services	Year 1
		Establish evaluation capacity in new HR Agency	Employee Learning Services	Year 1
	Competency Based Learning Activities	Confirm employee core competencies	HR Agency	November 30, 2002
		Confirm management and supervisory competencies	HR Agency	November 30, 2002
		Ensure training design incorporates competency models	Employee Learning Services	Year 1
	Performance Measures and Reporting	Establish data gathering requirements and process	Employee Learning Services	Year 1
		Prepare reporting template proposal for Executive Board	Employee Learning Services	Year 1
Efficient Delivery of Learning Programs	Clarification of Roles	Confirm the corporate training mandate of the HR Agency	HR Organization Project	March 31, 2003
	E-learning Strategy	Develop and implement an E-learning strategy	Employee Learning Services	Year 1
	IT Support	Prepare business case with recommendations for the installation of software applications to support training administration and E-learning (Learning Management System, Learning Content Management System)	Employee Learning Services	March 31, 2003
		Commence purchasing process for LMS/LCMS	Employee Learning Services	March 31, 2003